DOCUMENT RESUME

ED 045 780 UD 011 120

TITLE	Center for Early Develcpment and Education, Little Rock, Arkansas; Model Programs. Childhood Educaticn.
INSIITUTICN	American Institutes for Research, Pale Alto, Calif.
SPONS AGENCY	National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.
REPORT NO	CE-20140
PUB DATE	70
NOTE	23p.; Prepared for the White House Conference on Children, December 1970
AVAILABLE FRCM	Superintendent cf Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog nc. HE-5.220:20140, $0.20)
E.RS PRICE	EDRS Price MF-$0.25 HC Not Available from EDRS.
DESCRIPTORS	Ability Grcuping, *Day Care Prcgrams, Day Care Services, *Elementary Education, Experimental Programs, *Experimental Schools, Family Programs, Intelligence Tests, *Nongraded Primary System, Nongraded System, *Preschool Education, Preschool Programs, Preschool Tests, Teacher Education
IDENTIFIERS	Arkansas, Kramer School, Little Rock

AESIRACI

Prepared for the White House Conference on Children (December 197C), this booklet reports a center for early development and education in Little Rock, Arkansas--one of 34 promising programs on childhood education. The Kramer School is a combined education and day care project serving children from six months to 12 years; it includes a teacher-training program for university students, a training center for child care aides, and an array of supportive family services. The community of the school is poor--50 percent white and 50 percent black. Day care and learning ícr toddlers is provided; for three to five year olds, there are more structured activities, especially in reading. The elementary school is not graded; but is divided according to ability. In addition, the children cften visit the Learning Resources Center and Library. The teachers and the community seem enthusiastic about the project. Results of the Stanford-Binet IQ Test, administered to preschool children, indicate that the experimental group gained 15 IQ points during the schcol year, while the contrcl group (who stayed at home with their mcthers) gained only 2 IQ points. Tests at the elementary school level are to begin in 1971. For other booklets in the series, see UD 010 121-125. (Author/JW)

Prepared by the American Institutes for Research under contract with the Office of Education and cooperative funding by the Office of Economic Opportunity in support of the White House Conference on Children. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

DISCRIMINATION PROHIBITED--Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore, the program described herein, like every program or activity receiving Federal financial assistance must be operated in compliance with this law.

ED045780

UD011120

Model Programs

Childhood Education

OE-20140

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Center for Early Development and Education

Little Rock, Arkansas

A fusion of a child development approach with the public school system

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Elliot L. Richardson, *Secretary*
Office of Education
Terrel H. Bell, *Acting Commissioner of Education*
OFFICE OF ECONOMIC OPPORTUNITY
Donald Rumsfeld, *Director*

Superintendent of Documents Catalog No. HE 5.220:20140

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1970

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price 20 cents

FOREWORD

This booklet is one of 34 in a series of promising programs on childhood education prepared for the White House Conference on Children, December 1970. The series was written under contract by the American Institutes for Research for the Office of Economic Opportunity, and the Office of Child Development and the Office of Education, U.S. Department of Health, Education, and Welfare.

Within the broad area of childhood education the series includes descriptions of programs on reading and language development, the disadvantaged, preschool education, and special education. In describing a program, each booklet provides details about the purpose; the children reached; specific materials, facilities, and staff involved; and other special features such as community services, parental involvement, and finances. Sources of further information on the programs are also provided.

Kramer School in east Little Rock, built before the turn of the century, is now the site of a combined education and day care project serving children who range in age from 6 months to 12 years. The program also includes a teacher-training program for university students, an active research program in child development, a training center for child care aides, and an array of supportive family services. The Center for Early Development and Education is open from 7 a.m. to 5 p.m., and children whose parents work are cared for before and after school hours. During the school day, the program offers care and preparatory education for children under 6 and an innovative nongraded school program for elementary school children.

In 1968, the University of Arkansas asked Dr. Bettye Caldwell, who formerly directed the Syracuse Children's Center, to initiate an early education program in Arkansas. In April 1969 Dr. Caldwell, the University of Arkansas, and the Little Rock Public Schools submitted a proposal to the Children's Bureau, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare. The project was funded and began with the initiation of day care and preparatory education at Kramer School in September 1969. In September 1970 the project was expanded to

include all the children in elementary classes at Kramer, and the project will continue at least until 1974.

The goals of the project are to help each child:

- Acquire and express a love of learning
- Learn how to adapt to group experience
- Master the rudiments of reading and mathematics
- Enjoy fully his early years
- Make substantial progress toward becoming a responsible citizen

KRAMER SCHOOL OPERATES WITHIN THE PUBLIC SCHOOL SYSTEM

Kramer School is considered a special facility operating within the Little Rock Public School system. It serves only those families located within the confines of the Kramer School district. The Center for Early Development employs the teachers who were located at Kramer before the project began, although new staff members have also been brought to the school. The Little Rock Public School system provides the school building, administration, faculty, cafeterias, and operating and maintenance funds to

support the education program for the school-age children, and also contributed funds toward the renovation of the school building. All of the school staff is paid according to the Little Rock Public School system scale. The Department of Health, Education, and Welfare and the University of Arkansas provide funding for the research, day care, and preparatory education portions of the Center.

THE KRAMER COMMUNITY

The families served by Kramer School have annual incomes of $3,000 or less. The local community is about 50 percent white and 50 percent black, and the average parent has an eighth-grade education. The Center's family service director estimates that 20 percent of the mothers are heads of household. The community is extremely mobile. In the year before the elementary project began, there was a 70 percent turnover in the students attending the school. Many parents have left the neighborhood to avoid integration. Most families try to move when one of their children reaches junior high school age because they do not want their child to attend the local junior high school, which has been described as "rough." The project staff hopes that the new developments at Kramer School will encourage families to stay in the community, and there are some indications that this may be happening.

KRAMER STUDENTS

There are 236 children at Kramer School, 41 percent of whom are white and 59 percent black. Seventy-two of these children are in the preparatory education group, 164 in the elementary school. The children speak a community dialect which is difficult for their teachers to understand and have experienced difficulties in benefiting from a traditional classroom program. The project is designed to overcome these difficulties.

ORGANIZATION OF THE CENTER

The Center for Early Development and Education has three major divisions. The Education Division is responsible for the preschool and elementary programs. The staff of this division includes the elementary principal, the preschool principal, a curriculum coordinator, 11 lead teachers, four coteachers, 10 child care aides, a part-time recreation supervisor, and a part-time art teacher. The Research Division is responsible for measuring the effects of the program on the children. Its staff includes a research director and seven research assistants. The Family Service Division is responsible for all home contacts with the families of children attending the Center. Its staff includes an acting director, one social work aide, and three social work students. The director of the project is Dr. Caldwell, who is also a full professor of education at the University of Arkansas.

The Center is guided by three advisory groups. The Institutional Advisory Council, chaired by the Director of the Center, has members from the University of Arkansas, the Little Rock Public Schools, and the State Department of Education. This council advises the director on issues pertaining to the relationship of the Center to these three institutions. The Community Advisory Council, chaired by the family service director, consists of four Center staff members, four parents, and three nonparent community members. This council discusses concerns of the parents and community, informs the community about the Center, and advises the director on significant issues pertaining to the relationship of the Center to the community. The Coordinating Advisory Council, chaired by the director, consists of three members from each of the other two councils. This council reviews and makes recommendations to the director about issues relating to the Center and pertaining to relations among the parents and community, the university, the public school system, and the State Department of Education.

DAY CARE AND LEARNING FOR INFANTS AND TODDLERS

The 15 infants and toddlers at the Center are cared for by the infant supervisor, who is a lead teacher, and three aides. These children are housed in a mobile unit located on the school

409-321 O - 70 - 2

grounds. The mobile unit is fully carpeted and has a separate crib room for the babies to sleep in, as well as a small testing room with a one-way mirror. All the windows in the unit are at toddler level. The equipment for these children includes a rocking chair, two sofas, a water table, record player, manipulative toys, crayons, and posters. Some of the children's activities are structured, but the children move freely from toy to toy for most of the day. In structured activities, the teacher may label toys for the children or play hide and find games, which are designed to teach sounds, shapes, sizes, colors, vocabulary from the immediate environment, and spatial relationships. The children are encouraged to talk and are taught to follow verbal directions. The infants and toddlers are often visited during the day by their older brothers and sisters. Children in the elementary school who are particularly disruptive appear to enjoy visiting the babies and playing with them and are encouraged to do so.

PREPARATORY EDUCATION FOR 3- TO 5-YEAR-OLDS

The 3-, 4-, and 5-year-olds are divided into three groups by age or social maturity. The three rooms for these children are divided into small sections by shelves. All have area rugs, tables and chairs, cots for naps, posters on the walls, and are equipped with records, games, and storybooks. The thirteen

3-year-olds have a lead teacher, a coteacher, and two aides in their room. Their activities are similar to those of the infants and toddlers, except that the structured activities are more difficult and last longer. The twenty 4-year-olds--with a lead teacher, a coteacher, and one aide--are beginning heavy language work. This year the staff is experimenting with the Science Research Associates Distar reading program, a new program for culturally disadvantaged children. The class is divided in half on a matched pairs basis--one half of the class working with the Distar program, the other half with a program selected by the teacher. If the Distar group has made gains over the other group at the end of the year, this program will be used more extensively in the future. In the next group, the 5-year-olds continue heavy reading and language work. The 4- and 5-year-olds also spend time working with numbers, taking short field trips, listening to stories, and playing manipulative table games.

NONGRADED ELEMENTARY SCHOOL CONCENTRATES ON READING AND MATH

The children at levels I through 3 are ungraded, but are divided into three classes according to ability. Grades 4 through 6 will eventually become nongraded as the program develops. Levels I through 3 are referred to as the primary level; levels 4 through 6, as the elementary level. To make the nongraded system

operative, the staff has developed a series of behavioral objectives for all the children at Kramer. The objectives are divided into "phases" roughly corresponding to the classes or groups at the school. Teachers mark off these objectives for each child when he masters them. When a child has completed one full phase, he moves into the next. Kramer School also has a special education class, and the project staff hopes the nongraded system will allow the integration of some of these children into the other classes. The research staff is beginning extensive testing of these children, who had not been tested since 1966.

Many of the children in all the primary classes started this year with the same work because they lacked reading skills. Although Kramer School is supplied with books selected by the school district committee, the children are unable to use them because they are not yet able to begin a standard reading program. However, other materials have been purchased from project funds, and each lead teacher was given an additional $200 to purchase whatever materials she wanted for her class. Among the materials purchased was the Peabody Rebus Reading series, which is very popular with the teachers at the primary level. These are programed books in which the children read symbols rather than letters or words. In addition to teaching the children to read

from left to right and top to bottom and improving their knowledge of shapes, colors, and spatial relationships, the readers also give the children the pleasure of reading sentences from printed materials. They obviously enjoy the time they spend working on these readers. The primary level children work individually with their teachers if necessary but do most of their work in groups of about 10 children.

The program for all the children at levels I through 6 concentrates heavily on reading and mathematics skills. The children, divided into groups according to their abilities in these areas, use a variety of materials. Concentrated activities are usually completed before lunch. In the afternoon, children have physical education, art, speech, and ecology. The ecology program is a combination social studies and science project which is designed to give the children a sense of community. The students, divided into groups, learn about the people, buildings, activities, and wildlife in the community around the school, each group selecting one area of responsibility. The older children may do this through activities such as field trips to fire or police stations and map drawing. This is a project which involves the entire school and will allow the students some freedom of movement as well as of study.

LEARNING RESOURCES CENTER AND LIBRARY

In addition to their other activities, children visit the Learning Resources Center and Library, the children at the first level attending three times a week, the other children twice a week. The Learning Resources Center diagnoses and remediates the children's learning difficulties. The children attend the center for an hour at a time, participating in a new activity every 15 minutes. The Center concentrates on perceptual activities, auditory discrimination, and listening activities designed to increase attention span. The children are divided into four groups, depending on the activities they will have, and move from area to area in the library when their activity changes. The resource librarian (who is also the curriculum coordinator), a speech therapist, an intern, and an aide supervise the children during this period. The library includes a listening post and a Hoffman Teaching Machine, which is being tested this year at levels 4 through 6. The children at these levels have been divided into two matched groups, one of which will use the teaching machine for 40 minutes each week. If test results indicate that the teaching machine has been successful, it will be purchased for use in the program.

During the period when her class is in the Learning Resources Center, the teacher selects one child to observe during his time

in the library and notes any special difficulties he has. The staff has found that it is beneficial to the teachers to observe a student when they are not responsible for other children and do not have to worry about distractions.

When the school building was renovated, certain areas were given new functions. The basement includes an indoor gym with climbing equipment. The first floor contains a room with carrels, to be used for testing or work with small groups of children, and a listening post. On the second floor are three small cubicles which are used by children who are hostile or upset and want to be alone.

PROJECT INSPIRES ENTHUSIASM

This program, as developed, can be replicated in similar communities throughout the country. Kramer School was only 50 percent occupied before the project began; the building was not being fully used due to the effects of integration and the inadequacies of the facilities. The Little Rock school district was planning to close it entirely. The project has improved the school without causing changes or transfers in the school district staff. Kramer's teachers have benefited in many ways from the project,

and are enthusiastic about it. Teachers now have more "free" time during the day, because students are often supervised by the recreation supervisor, the art teacher, or the resource librarian and her staff. This time is used for inservice training, planning, recordkeeping, and similar tasks that would otherwise have to be done after school.

Inservice training for lead teachers occurs twice a week in 50-minute sessions, once a week with the project director or the research director, and once with the curriculum coordinator. The project director and the research director discuss the philosophy of the program, the development of new teaching techniques, and exciting and relevant research projects in the country. The project director is anxious to involve the teachers in the research being done at the Center. The curriculum coordinator discusses methods of observation and recordkeeping for studying a specific child, and offers advice about individual children as necessary. The undergraduate student teachers (coteachers or interns) have a 2-hour training session once a week with the primary education director and a member of the Research Division, and aides have a weekly course in child development. The project staff has been so successful in communicating their enthusiasm to Kramer's teachers

that teachers outside the school have asked to be transferred to Kramer.

The community is also enthusiastic about the project. Before the Center began, Kramer had no PTA. Parents are now involved with the school through projects, such as raising funds for drapes and petitioning for crossing guards at busy intersections, as well as through the Family Service Division. The Center's Community Advisory Council also provides a connection between parents and the school. Mothers of children at Kramer are used as aides; and since only one of these aides has a high school diploma, the Center hopes to offer them a way to further their education.

Dr. Caldwell believes that if preschool education for disadvantaged children is to succeed it must be integrated into the local school system and into the community. The cooperation among the project staff, the Kramer staff, the school district, and the community shows that such integration can be successful.

SUPPLEMENTARY SERVICES OFFERED AT KRAMER

A comprehensive medical program for children under 16 covers the geographic area that includes Kramer School and its community. A clinic is held on Wednesday afternoons in the Kramer basement.

Parents must accompany their child to the clinic after making an appointment through the Pediatrics Department of the University of Arkansas Medical Center. This program also provides emergency treatment for Kramer children and performs the complete physicals the program requires for school entrance. The comprehensive medical program includes dentistry, social work, nutrition, and psychological examinations. The school also has a nurse on duty to care for children with minor illnesses.

Any child whose parents approve is given a hot breakfast if he arrives early at the school. This year about 30 children take advantage of this breakfast. The elementary school children receive free lunches, but younger children have to pay for their lunches since the Arkansas school lunch program only includes children over 5.

Before a child is enrolled in the Center, the Family Service Division conducts a family study and arranges for any necessary medical or social referrals. A family service staff member "mans" a family service desk at the entrance of the school each morning to receive referrals for absenteeism, crisis situations, or problems a child may have such as no lunch money or broken glasses.

Last summer, Kramer School began its summer program. The program, directed by a full-time recreation supervisor provided by the Little Rock Parks and Recreation Department, used the Kramer playground, a nearby park, and Kramer's air-conditioned library to provide the children with experience in group games, music, stories, and arts and crafts. The program will become a permanent part of the Kramer project, possibly including remedial activities for some children in the mornings.

TEST RESULTS SHOW IQ GAINS FOR PREPARATORY CHILDREN

A number of tests were performed on the preparatory school children and on a matched control group in the fall of 1969 and the spring of 1970. The administration and scoring of these tests was quality-controlled. Although results of all the tests have not been analyzed, those for the Stanford-Binet IQ Test are available. The experimental group gained 15 IQ points on this test during the school year, and the control group, children who were at home with their mothers, gained only 2 IQ points.

Tests at the elementary level will begin this year, with a matched elementary school providing the control group. Since the elementary program started this year, the success of the program cannot be fully evaluated. However, the elementary children

appear to be enjoying the new program, which allows them more freedom of movement than they are accustomed to and provides them with new materials and learning experiences. Project staff have observed that there is less aggression and destruction on the playground, and hope that the children are expending their energies on learning in the classrooms.

COST OF THE PROGRAM

The cost of the program, including research, is about $1,500 per child per year. The Little Rock school district normally spends $585.78 on each child per year. The portions of the program not funded by the school district are primarily funded by the Federal Government, with some additional funds provided by the University of Arkansas.

FUTURE PLANS

In addition to tightening and improving the elementary education program at Kramer, the Center staff has many plans for the future. The Research Division will develop and field test measuring instruments in early childhood. The staff of the division has begun a project in which they will describe in detail patterns of infant development. They are also beginning a project in which

they will compare a group of preschool children who receive home tutoring with the children at Kramer and a control group.

The Family Service Division plans to involve small groups of parents in courses in homemaking skills and nutrition. They also hope to involve entire families in enrichment experiences and trips to the Little Rock Art Center, the Museum of Natural History, the Symphony Orchestra, the airport, and the zoo.

The director would like to be able to offer a master's degree in education for 2 years of work at Kramer. Under this system, a student would spend 2 years at Kramer with one intervening summer at the University of Arkansas campus at Fayetteville. The time at Kramer would be spent teaching, taking courses from the project staff, and pursuing independent study. Only new teachers would teach at Kramer, and no teacher would remain at the school for more than 3 years. This would provide the school with additional funds from the university as well as a constant supply of new teachers.

FOR FURTHER INFORMATION

The Center is described in the booklet *University of Arkansas, Little Rock Public School District Center for Early Development and Education*, available from:

Center for Early Development and Education
814 Sherman Street
Little Rock, Arkansas 72202

For additional information, contact

Dr. Bettye Caldwell, Director
Center for Early Development and Education
814 Sherman Street
Little Rock, Arkansas 72202
Telephone: (501) 372-1853

U. S. GOVERNMENT PRINTING OFFICE : 1970 O - 409-321

MODEL PROGRAMS--Childhood Education

This is one in a series of 34 descriptive booklets on childhood education programs prepared for the White House Conference on Children, December 1970. Following is a list of the programs and their locations:

The Day Nursery Assn. of Cleveland, Ohio
Neighborhood House Child Care Services, Seattle, Wash.
Behavior Analysis Model of a Follow Through Program, Oraibi, Ariz.
Cross-Cultural Family Center, San Francisco, Calif.
NRO Migrant Child Development Center, Pasco, Wash.
Bilingual Early Childhood Program, San Antonio, Tex.
Santa Monica Children's Centers, Calif.
Exemplary Center for Reading Instruction, Salt Lake City, Utah
Dubnoff School for Educational Therapy, North Hollywood, Calif.
Demonstration Nursery Center for Infants and Toddlers, Greensboro, N.C.
Responsive Environment Model of a Follow Through Program, Goldsboro, N.C.
Center for Early Development and Education, Little Rock, Ark.
DOVACK, Monticello, Fla.
Perceptual Development Center Program, Natchez, Miss.
Appalachia Preschool Education Program, Charleston, W. Va.
Foster Grandparent Program, Nashville, Tenn.
Hartford Early Childhood Program, Conn.
Philadelphia Teacher Center, Pa.
Cognitively Oriented Curriculum, Ypsilanti, Mich.
Mothers' Training Program, Urbana, Ill.
The Micro-Social Preschool Learning System, Vineland, N.J.
Project PLAN, Parkersburg, W. Va.
Interdependent Learner Model of a Follow Through Program, New York, N.Y.
San Jose Police Youth Protection Unit, Calif.
Model Observation Kindergarten, Amherst, Mass.
Boston Public Schools Learning Laboratories, Mass.
Martin Luther King Family Center, Chicago, Ill.
Behavior Principles Structural Model of a Follow Through Program, Dayton, Ohio
University of Hawaii Preschool Language Curriculum, Honolulu, Hawaii
Springfield Avenue Community School, Newark, N.J.
Corrective Reading Program, Wichita, Kans.
New Schools Exchange, Santa Barbara, Calif.
Tacoma Public Schools Early Childhood Program, Wash.
Community Cooperative Nursery School, Menlo Park, Calif.

UNITED STATES
GOVERNMENT PRINTING OFFICE
DIVISION OF PUBLIC DOCUMENTS
WASHINGTON D.C. 20402

OFFICIAL BUSINESS

DEC 3 0 1970

POSTAGE AND FEES PAID
U.S. GOVERNMENT PRINTING OFFICE

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education / National Center for Educational Communication
OFFICE OF ECONOMIC OPPORTUNITY

OE-20140